

AMENDED IN SENATE JUNE 10, 2013

AMENDED IN ASSEMBLY MAY 20, 2013

AMENDED IN ASSEMBLY MAY 2, 2013

CALIFORNIA LEGISLATURE—2013–14 REGULAR SESSION

Assembly Concurrent Resolution

No. 45

Introduced by Assembly Member Weber

(Coauthors: Assembly Members Bonilla, Bradford, Brown, Garcia, Holden, Jones-Sawyer, and Mitchell, Mullin, Rendon, Achadjian, Alejo, Ammiano, Atkins, Bigelow, Bloom, Blumenfield, Bonta, Buchanan, Ian Calderon, Campos, Chau, Chávez, Chesbro, Cooley, Dahle, Daly, Dickinson, Eggman, Fong, Fox, Frazier, Gatto, Gomez, Gordon, Gray, Hagman, Hall, Roger Hernández, Levine, Linder, Lowenthal, Maienschein, Medina, Morrell, Muratsuchi, Nazarian, Nestande, Olsen, Pan, Patterson, Perea, John A. Pérez, V. Manuel Pérez, Quirk, Quirk-Silva, Salas, Skinner, Stone, Ting, Waldron, Wieckowski, Wilk, Williams, and Yamada)

(Coauthors: Senators Liu, Price, and Wright)

April 11, 2013

Assembly Concurrent Resolution No. 45—Relative to early care and education.

LEGISLATIVE COUNSEL’S DIGEST

ACR 45, as amended, Weber. Early care and education.

This measure would urge the California State Legislature, ~~the Superintendent of Public Instruction,~~ and the Governor to restore budget funding to early care and education programs and to support efforts to fund and implement the Quality Rating and Improvement System and

other programs that support early care and education. The measure would also urge the California State Legislature to commit to improving the public's understanding of the role that early care and education plays in securing an educated, nimble, and stable workforce to help keep California's economy vibrant and strong for years to come.

Fiscal committee: no.

1 WHEREAS, Over the last two decades, a significant body of
2 research has shed light on neuroscience and brain development,
3 improving our understanding of the importance of the earliest years
4 in a child's life, and of the influence those years have on later
5 economic, educational, emotional, and social outcomes; and

6 WHEREAS, Eighty percent of a child's brain development
7 occurs by age three and 90 percent of brain development occurs
8 by age five, and children who attend quality early care and
9 education programs are more likely to pass reading exams through
10 third grade; and

11 WHEREAS, On the National Assessment of Educational
12 Progress and on California's own standards-based tests, poor,
13 African American, and Latino students, as well as English learners,
14 are all overrepresented among students scoring at the lowest levels
15 and underrepresented among those scoring at the highest levels;
16 and

17 WHEREAS, Other measures of assessing student achievement,
18 including high dropout rates, low graduation rates, failure to
19 complete the A through G course requirements for eligibility to
20 the state's four-year universities, and lower college admissions,
21 reflect similar achievement patterns; and

22 WHEREAS, In 2011 in San Diego County, only 51 percent of
23 third graders were proficient in English language arts and 34
24 percent of preschool-aged children were enrolled in early care and
25 education programs, while statewide only 46 percent of third
26 graders were proficient in English language arts and 25 percent of
27 preschool-aged children were enrolled in early care and education
28 programs; and

29 WHEREAS, A high-quality early care and education program,
30 which is the formal care and teaching of young children often
31 provided by individuals other than a child's first teacher or parents,
32 that actively engages parents in their child's education, results in
33 higher grades, better school attendance, increased motivation, and

1 higher graduation rates. It is well documented in research and
2 widely understood that quality early care and education programs
3 contribute tremendously to a child’s ability to mature, reach his
4 or her potential, and become a productive citizen; and

5 WHEREAS, Early care and education reflects a variety of
6 educational and care service options, including child care,
7 development, and preschool programs that provide positive early
8 learning experiences to foster a child’s emotional, intellectual, and
9 social development, and lays the foundation for later academic
10 success; and

11 WHEREAS, Children learn by observing and modeling what
12 they see their parents do. When parents enroll in parenting classes,
13 they learn new techniques and realize that parental involvement
14 and early care and education will advance their children as
15 compared to other children whose parents do not know about or
16 do not value the importance of parental classes and early care and
17 education; and

18 WHEREAS, San Diego has a “Parent Engagement Education
19 Program” through the Parent Institute for Quality Education that
20 teaches parents how to create a positive and lasting educational
21 environment at home using a number of proven academic success
22 tools, including dedicating a home study location and time of day
23 for homework, creating ongoing dialog with their children about
24 academic successes and challenges, discussing children’s college
25 expectations, and more. Parents also learn about how grades are
26 used for college admittance, what classes are important and needed
27 for children planning to attend college, how to navigate the school
28 system, and other information vital to the academic success of
29 their children; and

30 WHEREAS, The earlier that parent involvement begins in a
31 child’s educational process, the more powerful the effects on the
32 child’s life. Sometimes parents do not realize that the parental
33 involvement and early care and education will have a positive
34 impact in the lives of their children forever. Studies have shown
35 that parental involvement is a strong predictor of school
36 achievement, especially among children from low-income families.
37 These studies have demonstrated that children in poverty whose
38 parents provide an engaging learning environment at home are
39 better prepared for school and have lower suspension rates than
40 their low-income peers; and

1 WHEREAS, Statistics on parental involvement indicate that
2 family participation in education is twice as predictive of a child's
3 academic success as a family's socioeconomic status, meaning a
4 child whose parents are engaged in their child's education tends
5 to have fewer behavioral problems, performs better academically,
6 and is more likely to complete high school than a child whose
7 parents are not engaged in his or her education; and

8 WHEREAS, A child who attends quality early care and
9 education programs is less likely to be arrested and more likely to
10 earn higher incomes than a child who does not, and the opportunity
11 to participate in such programs prepares children to attain a higher
12 standard of living as adults and to become members of the
13 high-skilled workforce that is critical to our nation's economic
14 future; and

15 WHEREAS, The finding of a connection between strong early
16 care and education programs and the state's economic growth is
17 what compelled First 5 LA to make a number of early care and
18 education investments, including the ECE Works! Career
19 Development Policy Project, which promotes the development of
20 a strong early care and education workforce to prepare today's
21 children for the dynamic workforce challenges of the future. This
22 early care and education workforce development initiative supports
23 the First 5 LA Strategic Plan FY 2009–2015's goal of ensuring
24 that children are ready for kindergarten; and

25 WHEREAS, The public's understanding of the relationship
26 between brain development at the early stages of life and a child's
27 future development compelled voters in California to dedicate
28 resources solely for the benefit of children from birth to five years
29 of age through the establishment of First 5 California and county
30 First 5 commissions and agencies, which are located in all 58
31 counties, including Alameda, Contra Costa, El Dorado, Fresno,
32 Los Angeles, Merced, Orange, Sacramento, San Diego, San
33 Francisco, San Joaquin, Santa Barbara, Santa Clara, Santa Cruz,
34 Ventura, and Yolo Counties; and

35 WHEREAS, An integral part of a sound public investment
36 strategy to secure California's economic future must include the
37 development of, and the appropriate compensation levels to recruit
38 and retain, a highly trained early care and education workforce;
39 and

1 WHEREAS, There is now broad-based consensus that early
2 care and education is a critical foundation for improving our
3 nation’s educational system and a vital investment strategy to
4 ensure the competitiveness of our nation’s workforce in the global
5 economy; and

6 WHEREAS, Historically, early care and education settings,
7 such as child care and preschool for infants, toddlers, and young
8 children, were viewed solely as a means of enabling parents to
9 function in the workforce, and public policy for providing and
10 funding early care and education was focused on safety and
11 accessibility; and

12 WHEREAS, Brain development research has informed our
13 understanding of the relevance and importance of early care and
14 education environments and the value of the early care and
15 education workforce. Public policy must develop and evolve to
16 more accurately reflect what we now know to be most effective,
17 including well-trained teachers offering high-quality services that
18 provide a large return on investment; and

19 WHEREAS, President Barack Obama’s 2013 State of the Union
20 Address proposed making high-quality preschool “available to
21 every single child in America.” The President explained that his
22 focus will be on low- and moderate-income four-year-old children.
23 The President stated, “Every dollar we invest in high-quality early
24 childhood education can save more than seven dollars later on—by
25 boosting graduation rates, reducing teen pregnancy, even reducing
26 violent crime. In states that make it a priority to educate our
27 youngest children, like Georgia or Oklahoma, studies show students
28 grow up more likely to read and do math at grade level, graduate
29 high school, hold a job, form more stable families of their own.
30 We know this works. So let’s do what works and make sure none
31 of our children start the race of life already behind. Let’s give our
32 kids that chance.”; now, therefore, be it

33 *Resolved by the Assembly of the State of California, the Senate*
34 *thereof concurring*, That we urge our colleagues in the California
35 State Legislature, ~~the Superintendent of Public Instruction~~, and
36 the Governor of California to restore budget funding to early care
37 and education programs and to support efforts to fund and
38 implement the Quality Rating and Improvement System and other
39 programs that support early care and education; and be it further

1 *Resolved*, That we urge our colleagues to commit to improving
2 the public’s understanding of the role that early care and education
3 plays in securing an educated, nimble, and stable workforce to
4 help keep California’s economy vibrant and strong for years to
5 come; and be it further

6 *Resolved*, That the Chief Clerk of the Assembly transmit copies
7 of this resolution to the author for appropriate distribution.